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ABSTRACT

This overview of the third annual Jennings Randolph Forum focuses on the role that election campaigns and the political process are capable of playing in citizenship education. Council for the Advancement of Citizenship (CAC) testimony on citizenship education follows a general overview of the conference proceedings. A set of mandates for citizenship education, prepared by conference participants and directed to political parties and candidates, the media, and educational institutions, emphasizes the importance of civic intelligence, critical sensibility, and commitment to community. A CAC Platform Committee statement then emphasizes those mandates that apply directly to political party leaders and proposes specific platform language to both Democratic and Republican Party Platform Committees. The document concludes with "how-to" suggestions for CAC member organizations and local affiliates, outlining immediate action to take; mandates for the 1984 election; and specific mandates for the political parties, the media, and educational institutions. (LH)

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Jennings Randolph Forum

(3rd, Washington, District of Columbia, May 20-22, 1984)

Citizenship Education News; v2 n3 Jul 1984

Published by the Council for the

Advancement of Citizenship

The Council for the Advancement of Citizenship will not publish a separate Jennings Randolph Forum annual report this year.

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CITIZENSHIP EDUCATION NEWS

Volume 2, No. 3 Fourth of July, 1984

CAC Convenes Third Jennings Randolph Forum

Over one hundred representatives from education, government, the independent sector and the media attended CAC's third annual JENNINGS RANDOLPH FORUM to discuss the role that election campaigns and the political process are capable of playing in citizenship education.

The May 20-22, 1984 Forum—"Election '84: Opportunities for Citizenship Education"—featured 14 speakers providing a broad array of substantive expertise and practical political experience.

Meeting at the Georgetown Marbury House in Washington, DC, members of the Council for the Advancement of Citizenship and other Forum participants hammered out a set of mandates for citizenship education directed to political party leaders, the media, and educational institutions. The Forum concluded with a presentation of the mandates to representatives of both major political parties by CAC President John H. Buchanan, Jr.

The mandates for citizenship education—which are printed in full on page 3 — outline steps that Forum participants believe are essential to the creation of a healthy civic culture. The JENNINGS RANDOLPH FORUM mandates call on the political parties and their candidates to view the electoral process as an opportunity to enhance citizenship education.

CAC Founding President Stephen A. Janger, left, presents special award to Senator Jennings Randolph.

The media were urged to fulfill their responsibility to enhance the quality of democratic participation. In recognition of the upcoming Bicentennial of the U.S. Constitution, Forum participants called on governments at all levels to support the efforts of the public schools, as instruments of citizenship education, to accomplish their traditional civic missions.

Continued on page 2

ACT NOW!

This special issue of *Citizenship Education News* is designed for action ... action by our readers. We encourage you to reproduce portions, order extra copies, and act on the many suggestions for its use. Inside:

- overview of the third annual JENNINGS RANDOLPH FORUM
- CAC's citizenship education testimony
- "MANDATES FOR CITIZENSHIP EDUCATION," prepared by participants at the JENNINGS RANDOLPH FORUM
- platform language proposed to both Democratic and Republican Party Platform Committees
- suggestions for ways in which to use this special issue as an election year citizenship education tool

Democrats and Republicans Hear CAC Testimony on Citizenship Education

Jeremiah Floyd, CAC vice president and associate executive director, National School Boards Association, presented CAC's testimony for citizenship education at the Democratic Platform Committee hearing on June 12, 1984 in Washington, D.C. Floyd was accompanied by CAC board member Harry J. Hogan.

John H. Buchanan, Jr., CAC president and former Member of Congress, is scheduled to present CAC's testimony and recommended platform language for citizenship education at the Republican National Convention in Dallas, Texas on August 21, 1984. (See page 4 for full testimony.)

A Citizenship Education Clearinghouse Newsletter Published for CAC Members

Forum *Continued from page 1*

Opening General Session

After a reception in honor of Stephen A. Janger, founding president of the Council for the Advancement of Citizenship and President of the Close Up Foundation, the third annual JENNINGS RANDOLPH FORUM began with an after-dinner program presided over by CAC President John H. Buchanan, Jr.

R. Freeman Butts, Forum Chair, opened with an introduction to the Forum, explaining that the purpose of this year's Forum was to produce mandates to the political parties, media, and educating institutions regarding their roles as educators of the citizenry.

Stephen Janger made a presentation to U.S. Senator Jennings Randolph of West Virginia — the man whose long devotion to citizenship education is honored in the name of our Forum. Janger praised Randolph's indefatigable spirit, calling him "a man who sees problems as opportunities because they give him a chance to make things better."

Senator Randolph introduced the Forum's keynote speaker, his colleague in the U.S. Senate, Mark O. Hatfield of Oregon. Senator Hatfield called for a fundamental change in our educational priorities. He said that we had tragically turned our backs on the humanities and toward a view of education as merely an extension of the market place. Citizenship education, according to Hatfield, lays the basis for understanding what is noble and what is base. Hatfield pointed to Lincoln as the model of the self-taught citizen who learned the power of ideas and the skill of making sound judgments.

Senator Hatfield spoke of how our democratic process is well served when the people get out ahead of the politicians. He cited the idea for a nuclear arms freeze that emerged in recent years from town meetings in New England. Just as politics is too important to be left to the politicians, so too, according to Hatfield, education is too important to be left to the educators. A national commitment to the ideal of an informed citizenry must be made.

Mandates for Citizenship Education

On Monday morning May 21, Forum participants heard two panel discussions that served up a rich platter of ideas for discussions of the mandates later that afternoon. Forum Chair R. Freeman Butts presided over the first panel that included the authors of the three working papers prepared for the Forum.

Les Janka, a Washington-based consultant and lecturer who has served as Special Assistant to Dr. Henry A. Kissinger on the National Security Council staff and as Deputy Assistant Secretary for Near Eastern, South Asian and African Affairs with the U.S. Department of Defense, began by suggesting a number of ways that the political parties and candidates could contribute to citizenship education, including:

- substituting substance for symbols by taking party platforms seriously;
- strengthening the political parties as the best means of mobilizing citizen involvement;
- creation of a "National Bipartisan Youth Voter Registration Corps" cosponsored by the major political parties; and
- sponsoring "citizens forums" to discuss the national agenda of critical issues.

Deborah Wadsworth

R. Freeman Butts

Douglass Cater

Judith Torney-Purta

Deborah Wadsworth, a program officer with the John and Mary R. Markle Foundation, spoke next about the responsibilities of the media for encouraging meaningful citizen participation in the selection of the President. She began with an important dose of reality: "Candidates are in the business of winning elections, not of presenting lessons in citizenship. As long as the media see their primary responsibility as reporting candidates' activities, they are not likely to see their activities as fundamentally educational."

Too few journalists, Wadsworth pointed out, concentrate on reminding us about the real questions and helping us identify leadership traits we really ought to be looking for. She urged Forum participants to make an effort to talk with media representatives about the shortcomings they see, especially at the local level where the media have been very responsive. "In the last analysis," Wadsworth asked, "isn't the citizen's perspective on the 'ideal campaign' at least as important as that of the media and the candidates?"

Judith Torney-Purta, a professor of human development at the University of Maryland, presented her paper on the role of educational institutions in citizenship education. Torney-Purta reported these dismal results from the research literature: Many young people believe that the conflict and disagreement which characterizes political campaigns is a bad thing; many consider political parties in a negative light; few discuss media presentations with friends or family; many hold an unrealistic view of citizens' political efficacy; and few are skilled in analyzing candidates' stands on political issues.

Torney-Purta called for an expansion of the treatment now given the political process in the schools. She warned that schools not focus simply on the Presidential elections and not view the November 1984 elections as the culmination of citizenship education. She urged schools to provide opportunities for tracking issues in the periods between elections. Torney-Purta stressed the importance of stimulating an ability to make critical analyses of media presentations of elections. In pointing out that many schools are structured in an authoritarian way, she urged that we keep in mind that the authority structure of the school may influence how students learn about political power. *Continued on page 6*

MANDATES FOR CITIZENSHIP EDUCATION

ACTION: Publish these mandates in your next newsletter; make copies available to your constituency.

The participants in the third annual Jennings Randolph Forum call for the creation of a healthy civic culture built on a foundation of civic intelligence, critical sensibility and commitment to community. Convinced that the fate of democratic institutions rests on the capacity of citizens to understand and judge political processes and candidates, we call on all major segments of our national policy to take greater responsibility for citizenship education. Most especially, we see election processes at all levels of government as providing rich opportunities for political parties, the media and educating institutions to work together to extend, organize and enhance the process of citizenship education. We have divided these mandates into three areas.

Political Parties and Candidates

We view the electoral process as an opportunity to enhance the processes of citizenship education as well as to nominate and elect candidates. When political parties and candidates present issues in a superficial manner for short-term electoral gains, they create cynicism and alienation, thus diminishing the integrity of our civic culture.

We call for an open political process which allows not only for obvious reforms like increased voter registration and involvement of underrepresented groups, but also provides systematic opportunities to improve the quality of public understanding and dialogue between candidates and citizens and among citizens on issues of general and compelling importance. We call on the parties and candidates to:

a. support, finance, organize and conduct forums in states and localities throughout the nation, in an effort to involve citizens in the construction of party platforms;
b. regard the party platform as a serious educational document signalling the commitments of party candidates who act in accordance with the mandates of the platform;
c. identify major issues and create systematic opportunities for candidates to discuss them in depth with the voters;
d. make available campaign literature and other materials for use in schools and other educational institutions;
e. involve younger and older people in all aspects of the process from voter registration drives to the dissemination of materials; and
f. increase support for public broadcasting as an instrument of civic education.

The Media

Because the media play an essential role in conveying information about the electoral process, we believe they have a responsibility to enhance the quality of democratic participation and engage in civic education. We urge them to:

a. design, finance and create new formats and to make greater use of traditional methods like debates and public service programs in an effort to reveal the character as well as personality of a candidate, the substance as well as the symbol of issues, and the historical context as well as the more immediate aspects of a problem;
b. provide political dialogue among citizens in local communities, especially by encouraging the development of public broadcasting and cable television as instruments of civic education; and
c. eliminate any media practice which has the effect of discouraging voter participation, including such actions as premature projections of election results or exit polls.

Educational Institutions

In recognition of the Bicentennial of the U.S. Constitution, political parties and governments at national, state and local levels should encourage and support the efforts of public schools, as instruments of citizenship education, to accomplish their traditional civic missions.

a. All schools should promote an understanding of the fundamental principles and values of free government and nurture a commitment to the rights and responsibilities of American citizenship.
b. Teaching and learning of citizenship education should not only include the history and meaning of the Constitution, the Bill of Rights, landmark Supreme Court decisions and other basic documents but should also engage students in free and critical discussion of contemporary and controversial issues involving them. Such teaching should be conducted within the framework of free discussion and basic scholarship in the humanities and social sciences.
c. Beyond the transmission of political knowledge and civic sensibility, schools should provide forums for practical political education—providing realistic portrayals of political processes at work.
   (1) Controversial issues should be fully and objectively addressed in schools, exposing students to political candidates, public officials, experts, parents and other adults in order to provide multiple perspectives on issues and promote dialogue between the generations.
   (2) In an effort to illustrate the meaning of political involvement, students should be exposed to examples of citizen efforts to improve society at local as well as national levels of government.
   (3) As an exercise in critical thinking, as well as civic instruction, students should, in light of their involvement in election processes, rewrite the sections of their textbooks devoted to the electoral process.
   (4) School texts should be supplemented with material from a wide range of media, from political parties and the like.
   (5) Develop the critical thinking skills of students by encouraging them to analyze the treatment of electoral processes by the communications media.
d. Colleges, universities and local education agencies should require systematic preparation of teachers in the understanding of political processes, providing all of them with a thorough civic education and knowledge of the ways in which children acquire political understanding.

Recognizing that education is a life-long, continuing process, we encourage support for new institutions of formal education serving adults and providing independent information and educational opportunities for all of the citizenry.

This document was produced by participants at the third annual Jennings Randolph Forum sponsored by the Council for the Advancement of Citizenship. If you would like more information about CAC or additional copies of the SPECIAL ACTION ISSUE of *Citizenship Education News*, contact Diane Eisenberg, executive director, Council for the Advancement of Citizenship, Suite 520, One Dupont Circle, N.W., Washington, DC 20036, (202) 861-2583

CAC Platform Committee Statement

ACTION: Use all or portions of this text to bring citizenship education to the attention of state and local decision makers.

The Council for the Advancement of Citizenship is pleased to have the opportunity to appear here today to testify before the 1984 Party Platform Committee.

Just three weeks ago, the Council held its third annual Jennings Randolph Forum with a theme directly related to the work of your Committee — "ELECTION '84: OPPORTUNITIES FOR CITIZENSHIP EDUCATION." During the May 20-22, 1984 Forum, CAC members and Forum participants developed, and the CAC Board of Directors adopted, a series of mandates to political party leaders, media and educational leaders based on the recommendations of a number of intensive afternoon-long small group discussions. We have attached a copy of the document approved by the Board of Directors of the Council for the Advancement of Citizenship entitled, "MANDATES FOR CITIZENSHIP EDUCATION."

In our testimony today, we want to emphasize the mandates from our Forum that apply directly to political party leaders and to propose specific language for your 1984 platform stating your strong support for citizenship education.

Despite the wide diversity of the membership of the Council for the Advancement of Citizenship, every single member shares a strong commitment to the idea that the fate of our democratic institutions rests on the capacity of citizens to be able to understand the political process and make informed judgments. Citizenship education is our common bond. Participants at the Jennings Randolph Forum overwhelmingly endorsed the view of the election process not simply as a method of nominating and electing candidates, but also as an opportunity to enhance citizenship education.

Political parties and candidates seeking the support of the public must respect the capacity of the voters to understand the many complex issues facing the country. Too often, parties and candidates present important issues in superficial ways for short-term electoral gain. The result has been devastating for the health of our political process: the admirable civic skepticism of the American people has turned into a dangerous cynicism. Forum participants had a clear message for the parties and their candidates—Talk straight to the American people!

To improve the quality of public understanding and dialogue between candidates and among citizens, Forum participants called on the political parties to:

- support, finance, organize and conduct forums in states and localities throughout the nation, in an effort to involve citizens in the construction of party platforms;
- regard the party platform as a serious educational document signaling the commitments of party candidates who act in accordance with the mandates of the platform;
- identify major issues and create systematic opportunities for candidates to discuss them with the voters in depth;
- make available and distribute campaign literature and other materials for use in schools and other educational institutions; and
- involve all segments of our society in the political process, with special emphasis on youth, seniors and others who have been traditionally discriminated against.

By taking each of these programs seriously, the political parties would advance the cause of citizenship education and improve the health of our political process. But a healthy political process will not result from these steps alone. It can only be built on a strong foundation of citizenship education. Participants at the third annual Jennings Randolph Forum strongly urged each political party to adopt a clear and firm platform statement reaffirming our nation's devotion to the basic civic mission of our public schools. During the next four years, our great nation will celebrate the Bicentennial of the Constitution that has served us so well. It is essential that this celebration go beyond the traditional hoopla and fireworks to matters of substance and commitment.

We urge you to adopt the following platform statement unequivocally stating your support for citizenship education:

See PROPOSED PLANK, below.

We thank you for the opportunity to share with you our strong conviction that a revival of our nation's historic commitment to the basic civic education mission of our schools is essential for the improved health of our political process.

PROPOSED PLANK

ACTION: Send letters to the chairs of the party platform committees and to individual convention delegates from your state in support of CAC's platform language.

Dear _____:

We urge you to adopt the following platform statement of the Council for the Advancement of Citizenship unequivocally stating your support for citizenship education:

During the next four years, our nation will celebrate the Bicentennial of the Constitution that has served our nation so well during times of peace and war, prosperity and want. At this time, it is essential that our nation reaffirm our historic devotion to the basic civic mission of public education. We urge educational institutions at all levels of government to give priority to the revitalization of civic education programs from the kindergarten through post-secondary institutions ... and beyond for students of all ages. This effort should include landmark Supreme Court decisions, and the other basic documents that serve as the foundation of our democratic system, as well as discussion of contemporary issues that involve the values reflected in these documents. Students should acquire an understanding of the fundamental principles, processes and values of a free society and a commitment to the rights and responsibilities of American citizenship. We urge federal support for state and local initiatives to improve civic education based upon solid scholarship in the humanities and social sciences.

AGENDA FOR ACTION

"How-To" Suggestions for CAC National Organizations and Local Affiliates

Participants at the third annual Jennings Randolph Forum devoted three days of creative energy and hard work to the task of producing a set of mandates for citizenship education. *It is now up to CAC member organizations and local affiliates to use these mandates as an agenda for action.* Outlined below is a series of possible action items. Consider this a "menu" of actions that you might take. No group would be expected to do all that is suggested below, but each organization should find several items that are appropriate for action.

For Immediate Action

The national conventions of the two major political parties will be held soon. The Democrats will meet in San Francisco on July 16-20 and the Republicans in Dallas on August 20-23. *It is essential that CAC member organizations and local affiliates act immediately.*

- Write to the chairs of the Platform Committees of the two major political parties to express support for the proposed platform statement language submitted by CAC. (Include the text of the language in your letter.)

  The Honorable Geraldine Ferraro, Chairperson
  Democratic Platform Committee
  Democratic National Convention
  P.O. Box 1984-D
  San Francisco, California 94101

  The Honorable Trent Lott, Chairperson
  Republican Platform Committee
  Republican National Convention
  650 S. Griffin St.
  Dallas, Texas 75202
- Contact individual delegates at the local level to urge their support of the platform language. (To identify delegates to the national conventions from your area, contact the local office of the political parties, the local election board, or your local newspaper).
- Issue a press release announcing the adoption of the mandates; attach a copy of the "Mandates for Citizenship Education" as printed on page 3 of this Special Action Issue; identify CAC and your support of its work.

How to Use this Special Action Issue

CAC member organizations and local affiliates should:

- publish the "Mandates for Citizenship Education" or a summary in your next membership newsletter;
- make "Election '84: Opportunities for Citizenship Education" the topic of your next organizational meeting; hold seminars and discussion groups on the topics discussed in the mandates;
- bring these issues to the attention of your members and have your organization endorse the mandates;
- send CAC the names of groups and individuals interested in citizenship education you think should receive this Special Action Issue, and

Mandates for the 1984 Election

CAC member organizations and local affiliates should:

- urge state and local political parties to include the proposed platform language in their state and local party platforms.
- cosponsor candidate debates at all levels with other groups; and
- urge political parties and candidates to distribute information about platform positions and issue stands in the schools.

Mandates for the Political Parties

In order to build a foundation for a healthy political climate, CAC member organizations and local affiliates should urge the two political parties to undertake bipartisan efforts across the country to advance citizenship education. Students, seniors, minorities, and others traditionally left out of the political process should get special attention in these efforts. To fulfill their citizenship education responsibilities between elections, political parties should be urged to:

- sponsor joint debates on party platforms and issues with elected and party officials;
- sponsor forums on how the political process works;
- distribute packages of materials outlining party issue stands and information about how the political process functions.

Mandates for the Media

Participants at the Jennings Randolph Forum gave special attention to the shortcomings of media coverage of the electoral process. A delegation of CAC local affiliates could meet with representatives of local television and radio stations and editors of local newspapers to express their concerns. These meetings would demonstrate to the media decision makers that there is a constituency for something better and more substantive than the horse race coverage we get now. CAC representatives could stress the media's special responsibility for framing issues and supporting new formats for the discussion of substantive issues in the 1984 campaign and after.

Mandates for Educational Institutions

CAC member organizations and local affiliates should write to governors, state legislators, city officials, local boards of education, and school superintendents to express their support for citizenship education and summarize the mandates adopted by the Jennings Randolph Forum. Include a copy of this Special Action Issue with each letter. CAC local affiliates could facilitate citizenship efforts in the schools and for adults in several ways.

- Contact local businesses or foundations to raise enough money to purchase copies of this Special Action Issue for distribution in the schools and at adult education classes and civic association meetings. (100 copies, 45¢ each, 1,000 copies, 30¢ each.)
- Offer to act as a neutral convenor to bring together representatives of the two major political parties and other significant political players in your community for a series of bipartisan educational activities.

Brian Lamb, David Mathews, and Les Janka chat between sessions.

Forum *Continued from page 2*

Elections as Citizenship Education

CAC president John H. Buchanan, Jr. moderated the second Monday morning panel which discussed the responsibilities of the media, educational institutions, and political parties and candidates in educating for citizenship.

Jed Duval, Nightline correspondent for ABC News, led off the discussion by suggesting the importance of distinguishing among the various media rather than making accusations based on the actions of the least responsible. Duval, while admitting to the dangers of some television practices, such as exit polls, argued that the network television coverage of Presidential elections had become more issue-oriented since 1972 and that news in general was much more positive than it was decades ago. Duval warned Forum participants not to tell the public what it *should* want. They want *People Magazine* and not an hour television show on a Presidential candidate's new ideas, according to Duval. Television is a ratings conscious, commercial business that should not attempt to be anything else. He did point to two problems with the media that he feels are dangerous: First, the "herd" instinct of reporters to all cover the same story; and second, the concentration of ownership of newspapers.

Dr. Roy Truby, state superintendent of schools of West Virginia, said that it was good news that education had been put on the front burner of national policymaking. But Truby pointed out that most of the talk is of education for national recovery; there is very little talk of citizenship education. We hardly know what it means that we live in a global economy and we fail to convey what it means to be a citizen in a democracy. He said we have processes for screening textbooks that are designed to be sure they offend no one. The results, according to Truby, are joyless, neutral books.

Representative Douglas K. Bereuter of Nebraska sharply criticized media coverage of public affairs. He said that the Congress is much cleaner and more open now than in the past, but that the people have lost respect because of media attention on the aberrational behavior of the few. Bereuter suggested that we would not have a unified nation today if we had had instantaneous television coverage of the Civil War. He pointed to the desperately inadequate and misinformed information base that the television networks present to the public on Central America, for example. Bereuter spoke of the difficulty of discussing a complicated issue like Central America without the time to have a healthy exchange of views. Some public officials shy away from the short and insipid interviews, according to Bereuter, leaving media coverage to those less well informed.

Candidates for Public Office

CAC vice president Harry J. Hogan presented Representative Dan Glickman of Kansas, the speaker at the Monday luncheon.

Glickman spoke of the fast food, 30-second television mentality that dominates political campaigning. In this environment, people who want to discuss issues seriously with the voters have a difficult time getting elected. Glickman said that television has established the cult of personality and helped to break down our national consensus and concern for the common good. In an era where people thirst for simple solutions, rootless politicians are able to win elections by pandering to narrow constituencies. He recommended three steps to increase the educational potential of political campaigns: First, to strengthen political parties as potential consensus building institutions; second, to continue the recent trend toward televised debates; and third, to increase the grassroots demand for greater substance in campaigns.

The Role of the Media

Stephen Jarger moderated the Tuesday morning breakfast discussion of the role of the media in helping citizens to make informed choices.

Douglass Cater, a long-time Washington observer and political practitioner who is now president of Washington College, spoke of the importance of teaching citizens how to develop critical analyses of the media, especially television. Cater said that it is wrong to lump television and the print medium together in our critique of the media. The print medium, Cater told participants, is doing a better job than 25 years ago. But "television is the sea in which we swim." There are now more houses in America with television sets than with indoor plumbing, according to Cater. We are only just beginning to understand that our reflective processes do not work as hard when we watch television. Cater praised C-SPAN for providing live, unedited coverage of the U.S. House of Representatives and contrasted it with the heavily edited, simplistic public affairs shows of the networks and public broadcasting.

Representative William F. Goodling of Pennsylvania spoke of how shockingly little people know about their government. He said that small, well-organized interest groups will be able to get their way unless there is intelligent participation from the masses. Goodling made a strong statement about the responsibility of elected officials to educate the public, even though it takes time and is sometimes painful. "It's just so easy to say what they want to hear," Goodling said of the countless interest groups that attempt to pressure candidates.

Brian Lamb, president of the Cable-Satellite Public Affairs Network (C-SPAN), explained that C-SPAN was doing to inform citizens about government. In addition to covering the full proceedings of the House of Representatives, C-SPAN has covered live committee hearings, logged thousands of calls for its public affairs call-in shows, and hosted thousands of visiting Close Up Foundation students. Viewers are able to call C-SPAN and ask questions of journalists about the day's news and news coverage. According to Lamb, C-SPAN shows that "people living far away from Washington care."

Continued on page 7

Forum *Continued from page 6*

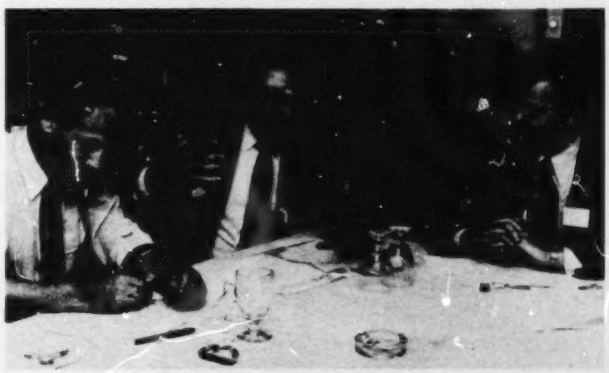
Developing the Mandates

On Monday afternoon, May 21, participants broke into four discussion groups to begin to frame the Forum's mandates for political parties, the media, and educational institutions.

Myrna Goldenberg, of Montgomery College; Charles B. Myers of Vanderbilt University; Alice O'Connor of the Jefferson Foundation; and Charles N. Quigley of the Center for Civic Education/Law in a Free Society, served as the group discussion leaders.

On Tuesday morning, Barbara Finkelstein of the Center for the Study of Education Policy and Human Values and coordinator of the Forum's discussion groups, presented a synthesis of the mandates suggested by the four discussion groups. To representatives of the Democratic and Republican parties, William Greener, director of communications at the republican National Committee and Terry Michaels, deputy director of communications of the Democratic National Committee. David Mathews, president of the Charles F. Kettering Foundation, presided over this final plenary session.

Council for the Advancement of Citizenship president John H. Buchanan, Jr. concluded the third annual JENNINGS RANDOLPH FORUM by saying that CAC would present the "Mandates for Citizenship Education" agreed upon by Forum participants to the Democratic and Republican platform committees before this summer's national conventions. (see "Mandates for Citizenship Education" on page 3.)



Above, left to right, Todd Lefko, CAC president John Buchanan, and Dan Hester work on mandates. Below, left to right: Ray Truby, Buchanan, CAC executive director Diane Eisenberg, and Jed Duvall.

League of Women Voters Offers Teachers' Guide for '84 Elections

The League of Women Voters Education Fund has prepared an excellent guide — "How to Teach the 1984 Elections" — to help teachers use the 1984 elections as a tool for teaching about American government and politics. The goal is to help teachers use their own towns, counties or cities as their classroom, and to use newspapers, community resources, campaign materials and activities, and the broadcast media as their texts. The guide shows how to:

- help students see that election day is only one part of a continuous political process;
- help them identify and understand the reasons why some people get involved in the political process and others drop out or are left out;
- give them skills to analyze the campaigns and the candidates; and
- motivate students who are turning 18 to register and vote.

Copies of "How to Teach the 1984 Elections" (How To Do It Notebook, Series 3, No. 1) are available from the National Council for the Social Studies, 3501 Newark Street, NW, Washington, DC 20016. One-nine copies, $2.00 each; 10-49 copies, $1.60 each; 50-99 copies, $1.40 each; 100-499 copies, $1.20 each; 500-999 copies, $1.00 each; 1,000 or more copies, $.80 each.

A Word of Thanks

The Honorable Geraldine Ferraro
Chairperson
Democratic Platform Committee
1625 Massachusetts Avenue, N.W.
Washington, DC 20036

Dear Congresswoman Ferraro:

On behalf of the Council for the Advancement of Citizenship, I am writing to thank you for enabling the Council's Vice President Jeremiah Floyd to present testimony at the Platform Committee hearing on June 12, 1984 in Washington, DC.

The Council's Board of Directors greatly appreciated the opportunity to present testimony and to recommend language about citizenship education for inclusion in the Democratic party's platform. CAC's 43 member organizations, representing nationwide constituencies, are committed to promoting informed and responsible citizenship. These organizations strongly encourage the construction of a platform which stresses the importance to our country of an educated citizenry. For your convenience, we have enclosed a copy of CAC's recommended platform language, along with a listing of member organizations.

As the Committee develops its recommendations, please do not hesitate to call upon us with any questions that may arise about the language we have suggested.

Sincerely,
Diane U. Eisenberg
Executive Director
Council for the Advancement
of Citizenship

BECOME A MEMBER OF CAC TODAY

ACTION: Add your group's voice to the growing roster of organizations committed to promoting informed and responsible citizenship!

CAC MEMBERSHIP APPLICATION

NAME _____

TITLE _____

ORGANIZATION _____

_____

ADDRESS _____

_____

1984-85 membership contribution* enclosed:

☐ $250 Organizational Member

☐ $25 Individual Member (nonvoting member; please list home address only)

☐ $_____ Additional contribution

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